

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
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PHILADELPHIA YOUTH NETWORK
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Project Fact Sheet

What is a Project?

- **A project is a process of inquiry that results in a student product or performance.**
- **Essential elements of a project include:**
 - **At least two academic subjects**
 - **Using the Philadelphia Content Standards as a guide**
 - **Writing**
 - **Research**
 - **At least one cross-cutting competency (Citizenship if Service Learning)**
 - **Using the Philadelphia Content Standards as a guide**
 - **An essential question to guide the work**
 - **Opportunities for reflection and assessment**
 - **By both the student and the teacher or mentor**
 - **At the planning, implementation, and presentation stages**
 - **A final exhibition of learning**
 - **Can include written, visual, and performance elements.**
 - **Has an audience**
- **Essential elements of a Service Learning Project include:**
 - **All of the above project elements**
 - **A real community need, issue, or problem**
 - **The Citizenship cross-cutting competency**
 - **Service or advocacy that fulfills a community need**
 - **The use or consultation of real world “experts”**

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
Project Description

Student: _____ Anticipated School for 9/01: _____
Contractor: _____ Sub-Contractor (if applicable): _____
Program Title: _____ Project Title: _____
Teacher/Crew Ldr/Supervisor Name and Phone number: _____
Where and When Student Can Be Found During Program: _____

Directions: Describe a multidisciplinary project that meets the needs of both your program and the School District of Philadelphia project guidelines using the following questions as a guide.

1. Give a brief description of the project.

2. What is the essential question that youth will address through their work on this project (For Service Learning projects, this must arise from a real community issue, concern, or need)?

3. What will youth have to know and do to complete the project?

a) Research activities: _____

b) Writing activities: _____

c) Reflection and self-evaluation activities: _____

d) Other activities: _____

4. How will youth be organized to work on the project (i.e. individually, in small or large groups)?

5. What time will be used for youth to work on the project?

6. What will the final product or performance of this project be, and how will it be evaluated?

7. Using the attached checklist of Philadelphia School District Content Standards and Cross Cutting Competencies, please indicate:

- a) The four to seven specific content standards on which students' work will be assessed (At least two different academic disciplines must be reflected in this list):

- | | |
|----|----|
| 1. | 5. |
| 2. | 6. |
| 3. | 7. |
| 4. | |

- b) The one to three specific Cross-Cutting Competencies on which students' work will be assessed (At least one CCC must be reflected. For Service Learning projects, at least one of these must come from the Citizenship category):

- 1.
- 2.
- 3.

Do Not Write Below This Line

Project Approved **With** Service _____
(contractor's signature and date)

(Valerie Braman and date)

Project Approved **Without** Service: _____
(contractor's signature and date)

(Valerie Braman and date)

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
Project Assessment Form

Student: _____ Anticipated School for 9/01: _____
 Contractor: _____ Sub-Contractor (if applicable): _____
 Program Title: _____ Project Title: _____
 Teacher/Crew Ldr/Supervisor Name and Phone number: _____
 Academic Advisor (SYSC and WE): _____

Directions: Please assess each student's progress in each standard and cross-cutting competency identified in the Learning Plan. Using the School District of Philadelphia Rubric terms of Advanced, Proficient, Basic, Below Basic III, Below Basic II, Below Basic I, and No Assessment Possible, assess each student at the mid-point and conclusion of the summer program. Use the attached rubric to guide your assessment.

Baseline Assessment: Use SAT-9 Score _____

Mid-Point Assessment: Meet and discuss with the student which standards they have met at an acceptable level and which areas need improvement. In addition, have the student complete a self-assessment in the spaces provided below. Set and record goals for meeting all standards and competencies by the final assessment.

Final Assessment: Meet and discuss with the student which standards they have met at an acceptable level and which areas need improvement. In addition, have the student complete a self-assessment in the spaces provided below. Make final determination of whether project goals have been attained for the purposes of awarding project credit.

Assessment Table		Mid Point Assessment		Final Assessment	
Date:		Date:		Date:	
Person Conducting Assessment →		Student	Academic Advisor	Student	Academic Advisor
Standard/Competency ↓					

GOALS

Goals set at Mid Point Assessment:

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YouthWorks 2001 Summer Learning Plan
Project Rubric

<i>Descriptor</i>	<i>Performance Indicators</i>
Advanced	Project goes beyond the expected criteria by proving or disproving a hypothesis, creating powerful generalizations, or expressing the concept creatively with special insight or eloquence.
Proficient	Project has been successfully accomplished, creates linkages to other subject areas, demonstrates correct and complete grasp of required elements through the possible use of a variety of mediums with only <i>minor errors that do not detract from conceptual understanding.</i>
Basic	Project has been partially accomplished but demonstrates competence that is somehow compromised. There is a lack of evidence—or evidence of lack of understanding—in some areas needed to complete a proficient project. <i>Student requires further learning of the concept with additional personal support of the Project Mentor due to mistakes, confusion, undocumented information, omissions, or other partial fulfillment of requirements.</i>
Below Basic III	Project addresses 2 subjects, shows evidence of research and effort to accomplish the task, but demonstrates limited success. <i>The student has demonstrated minimal understanding of the topic or of the research process but has submitted a project with all required components.</i>
Below Basic I & II	Project is incomplete in both required components and general understanding of the topic/research process. <i>The student has not fulfilled the project requirement and must submit revisions in order to meet expectations for promotion or graduation.</i>
No Assessment Possible	Student is a non-attender and/or has taken no responsibility for the implementation/completion of the project.

Note: Below Basic III level and above is to be viewed as the acceptable performance standard for all YouthWorks 2001 Summer students.

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
Work Readiness Assessment Form

Student: _____ Anticipated School for 9/01: _____
 Contractor: _____ Sub-Contractor (if applicable): _____
 Program Title: _____ Project Title: _____
 Teacher/Crew Ldr/Supervisor Name and Phone number: _____
 Academic Advisor (SYSC and WE): _____

Directions: Please assess each student's progress in each of the work readiness competencies listed below. Using the work readiness rubric terms of Advanced, Proficient, Basic, Below Basic III, Below Basic II, Below Basic I, and No Assessment Possible, assess each student by the end of the first week, the mid-point and conclusion of the program. Use the attached rubric to guide your assessment.

Baseline Evaluation: (by the end of week one) Using the attached work readiness rubric, rate the student for each of the five work readiness competencies. In addition, have the student complete a self-assessment in the spaces provided below. Set mid-point goals with the student and write these in the box marked "GOALS".

Mid-Point Evaluation: Using the attached work readiness rubric, rate the student for each of the five work readiness competencies. In addition, have the student complete a self-assessment in the spaces provided below. Set final goals with the student and write these in the box marked "GOALS".

Final Evaluation: Using the attached work readiness rubric, rate the student for each of the five work readiness competencies. In addition, have the student complete a self-assessment in the spaces provided below. Meet and discuss with the student which goals they have met and which areas still need improvement.

Assessment Table	Baseline Assessment Date:		Midpoint Assessment Date:		Final Assessment Date:	
Person Conducting Assessment →	Student	Teacher/ Crew Ldr/ Supvrsr.	Student	Teacher/ Crew Ldr/ Supvrsr.	Student	Teacher/ Crew Ldr/ Supvrsr.
Work Readiness Competencies↓						
PROFESSIONALISM: The student maintains good attendance and punctuality, adheres to the appropriate dress code, and demonstrates a good attitude and respect for diversity.						
COMMUNICATION: The student demonstrates the ability to speak, write, read and use workplace vocabulary successfully at the program site.						
TECHNOLOGY: The student demonstrates hardware and software skills, applicable computer skills and any other technology related to the program environment.						
LEADERSHIP: The student demonstrates initiative, problem solving skills, decision making skills, analytical skills, and the ability to complete all projects.						
TEAMWORK: The student is an active listener, has respect for others and is able to work as a member of a team.						

GOALS

Goals set at Baseline Assessment:	Goals set at Mid Point Assessment:

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
Work Readiness Rubric

<i>Descriptor</i>	<i>Performance Indicators</i>
Advanced	The student goes beyond the demonstrated competency and also demonstrates the ability to make strong connections to other experiences, issues or cultural settings.
Proficient	The student has successfully demonstrated the competency. The student's strategy and execution are appropriate and accomplish the goals well. Although the outcome may not be perfect, any deficiencies must be minor and very likely to be repaired through the student's own review, without benefit of a prompt from someone else.
Basic	The student has demonstrated the competency, but the student needs feedback and additional coaching to be effective in becoming proficient.
Below Basic III	The student has demonstrated partial mastery of the competencies. The student needs feedback and additional coaching to be able to demonstrate full mastery of all work readiness competencies.
Below Basic I & II	The student has neglected to tackle the task or if he/she has, the effort has resulted in minimal or no success. The task may be misconceived, or the approach may be incoherent. In any event, it is obvious that the student needs developmental instruction in order to be effective.
No Assessment Possible	Student is a non-attender and/or has taken no responsibility for any of the work readiness goals.

Note: Below Basic III level and above is to be viewed as the acceptable performance standard for all YouthWorks 2001 Summer students.

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YouthWorks 2001 Summer Learning Plan
Project Credit Fact Sheet

Credit for Multidisciplinary and Service Learning Projects

- The School District of Philadelphia requires that all students successfully complete a Multidisciplinary Project in order to be promoted from grades 4 and 8, and also to graduate from high school.
- Beginning in 2002, students will also be need to complete a Service Learning project in order to satisfy these promotion and graduation requirements. (A Service Learning Project that meets the guidelines for Multidisciplinary Projects will satisfy both these requirements. Students are not required to complete two separate projects for promotion and graduation.)
- Students may use their YouthWorks projects towards meeting these graduation and promotion requirements.
 - If students are assessed at “Below Basic III” or above on all of the Academic Content Standards and Cross-Cutting Competencies in their project assessment, they will get credit for a Multidisciplinary Project (with or without Service Learning).

Credit for Arts/Humanities or Elective Classes

- Students may also receive credit for a high school class for the successful completion of their YouthWorks projects. They may receive this credit each time they successfully complete a YouthWorks project and program, regardless of whether they have already received Multidisciplinary Project and/or Service Learning credit.
- If students have attended 120 hours of the summer program, receive a grade of “Below Basic III” or above on all of the work readiness competencies, and receive a 40 (Meets Standards) for their Multidisciplinary Project, they will get a passing numerical grade (65 and above) for an arts/humanities class or an elective.

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
Philadelphia Content Standards and Cross-Cutting Competencies (CCC) Checklist

ELA	ENGLISH LANGUAGE ARTS	X	
ELA R 1	Reading Standard #1		Apply effective reading strategies
ELA R 2	Reading Standard #2		Read a variety of materials
ELA R 3	Reading Standard #3		Read for a variety of purposes
ELA LIT 1	Literature Standard #1		Listen to, read, recognize and respond to literature
ELA LIS 1	Listening Standard #1		Listen actively for a variety of purposes
ELA LIS 2	Listening Standard # 2		Recognize the diversity of oral English language
ELA S 1	Speaking Standard #1		Speak for a variety of purposes
ELA S 2	Speaking Standard #2		Speak using effective communication skills
ELA W 1	Writing Standard #1		Plan, draft, revise, and publish writing
ELA W 2	Writing Standard #2		Write for academic, personal, social, civic, and School-to-Career purposes
ELA W 3	Writing Standard #3		Write in a variety of forms
ELA W 4	Writing Standard #4		Conduct and document inquiry-based research
ELA V 1	Viewing Standard #1		View media, technology, and live performances for a variety of purposes
WL	WORLD LANGUAGES		
WL 1	World Language Standard # 1		Engage in conversation to provide and obtain information
WL 2	World Language Standard # 2		Understand, respond to and produce written language
WL 3	World Language Standard # 3		Demonstrate and understand interrelationships among all aspects of target culture
WL 4	World Language Standard # 4		Read, analyze, and critically respond, both orally and in writing to target culture literature
WL 5	World Language Standard # 5		Use target language across the curriculum in a variety of ways
WL 6	World Language Standard # 6		Use target language for personal enrichment
WL 7	World Language Standard # 7		Know the career advantages of language skills

M	MATHEMATICS Integrated Math	X	
M 1	Mathematics Standard #1		Develop the ability to represent numbers, verbally, concretely, and symbolically
M 2	Mathematics Standard #2		Solve problems in which there is a need to measure accurately
M 3	Mathematics Standard #3		Understand space and dimensionality concepts
M 4	Mathematics Standard #4		Use algebraic methods to explore, model, and describe patterns and functions
M 5	Mathematics Standard #5		Solve problems by interpreting data and predicting outcomes
M 6	Mathematics Standard #6		Develop the ability to formulate problems, find solutions, draw conclusions
M 7	Mathematics Standard #7		Integrate mathematics into all disciplines
M 8	Mathematics Standard #8		Express, discuss, and justify solutions to math problems to a variety of audiences
M 9	Mathematics Standard #9		Use tools and technology to solve and communicate conclusions to problems
S	SCIENCE		
S XC 1	Science Standard #1 Crosscutting		Understand the nature of science through observing, thinking, experimenting, and validating
S PS. SET 2	Science Standard #2 Physical Setting		Have a basic knowledge of the overall structure of the universe
S PS. SET 3	Science Standard #3 Living Environment		Develop an understanding of the life cycle
S LIV. 4	Science Standard #4		Know and understand human body functions
S XC 5	Science Standard #5		Understand the interrelationship of science and technology
S XC 6	Science Standard #6		Understand that science, math, and technology are dependent upon each other
S XC 7	Science Standard #7		Explain the interrelationship between scientific investigation and discovery and the contributions of diverse cultures

SS	SOCIAL STUDIES	X	
SS 1	Social Studies Standard #1		Demonstrate an understanding of culture
SS 2	Social Studies Standard #2		Understand time, continuity and change in world history
SS 3	Social Studies Standard #3		Understand people, places and environments
SS 4	Social Studies Standard #4		Understand individuals, groups, and institutions in society
SS 5	Social Studies Standard #5		Understand power, authority, and governance in society
SS 6	Social Studies Standard #6		Understand production, distribution, and consumption as economic issues
HE	HEALTH EDUCATION		
HE 1	Health Ed Standard #1		Make decisions for healthful living
HE 2	Health Ed Standard #2		Apply safety behaviors in school and community
HE 3	Health Ed Standard #3		Understand the physical, social, emotional and intellectual human growth cycles
HE 4	Health Ed Standard #4		Access information and services for healthful living
HE 5	Health Ed Standard #5		Advocate to promote and protect health
PE	PHYSICAL EDUCATION		
PE 1	Physical Ed Standard #1		Pursue lifelong physical activity
PE 2	Physical Ed Standard #2		Be physically fit
PE 3	Physical Ed Standard #3		Develop responsible behavior in physical activity settings
PE 4	Physical Ed Standard #4		Develop physical skills
PE 5	Physical Ed Standard #5		Understand principles and concepts of movement

D	DANCE	X	
D 1	Dance Standard # 1		Demonstrate understanding of movement, elements and skills of dance
D 2	Dance Standard # 2		Display expression and communication in dance
D 3	Dance Standard # 3		Display creativity and thought in dance
D 4	Dance Standard # 4		Demonstrate understanding of the multicultural history of dance
D 5	Dance Standard # 5		Apply concepts of dance towards healthful living
D 6	Dance Standard # 6		Demonstrate understanding of the principles of choreography
D 7	Dance Standard # 7		Display understanding of the interaction of the discipline of dance with other career disciplines
M	MUSIC		
M 1	Music Standard # 1		Sing alone and with others
M 2	Music Standard # 2		Perform on instruments, alone or with others
M 3	Music Standard # 3		Improvise melodies, variations, and accompaniments
M 4	Music Standard # 4		Compose and arrange music
M 5	Music Standard # 5		Read and notate music
M 6	Music Standard # 6		Listen to, analyze and describe music
M 7	Music Standard # 7		Evaluate music and music performances
M 8	Music Standard # 8		Understand the relationship between music and other arts and disciplines
M 9	Music Standard # 9		Understand music in relation to culture
TH	THEATER		
TH 1	Theater Standard # 1		Create scripts & playwritings
TH 2	Theater Standard # 2		Act by developing body & voice
TH 3	Theater Standard # 3		Use business skills to design & create school productions
TH 4	Theater Standard # 4		Analyze diverse historic & cultural texts
TH 5	Theater Standard # 5		Demonstrate understanding of the influence of theater history

VA	VISUAL ARTS	X	
VA 1	Visual Arts Standard # 1		Understand and apply art media techniques and processes
VA 2	Visual Arts Standard # 2		Demonstrate knowledge of art elements from historical periods
VA 3	Visual Arts Standard # 3		Recognize, select and evaluate variety of subject matter from diverse cultures
VA 4	Visual Arts Standard # 4		Observe, reflect, and value art from oneself and others
VA 5	Visual Arts Standard # 5		Understand the visual arts and artifacts in relation to culture
VA 6	Visual Arts Standard # 6		Use the visual arts and artifacts to understand ourselves and others
VA 7	Visual Arts Standard # 7		Understand the interconnections between the visual arts and other disciplines

STC	SCHOOL-TO-CAREER CROSS-CUTTING COMPETENCIES	X	
STC 1	School-to-Career CCC # 1		Work effectively with others
STC 2	School-to-Career CCC # 2		Understand leadership roles
STC 3	School-to-Career CCC # 3		Use technology effectively
STC 4	School-to-Career CCC # 4		Explore career choices
STC 5	School-to-Career CCC # 5		Understand how systems are organized
STC 6	School-to-Career CCC # 6		Evaluate effectiveness of systems
STC 7	School-to-Career CCC # 7		Identify personal strengths and weaknesses
STC 8	School-to-Career CCC # 8		Link community, workplace and academics
STC 9	School-to-Career CCC # 9		Use resources effectively
PS	PROBLEM SOLVING CROSS- CUTTING COMPETENCIES		
PS 1	Problem Solving CCC # 1		Identify concrete issues and abstract ideas
PS 2	Problem Solving CCC # 2		Make decisions
PS 3	Problem Solving CCC # 3		Collect and organize data
PS 4	Problem Solving CCC # 4		Analyze, select & represent data
PS 5	Problem Solving CCC # 5		Compare and contrast data
PS 6	Problem Solving CCC # 6		Plan probable strategies
PS 7	Problem Solving CCC # 7		Communicate solution effectively
PS 8	Problem Solving CCC # 8		Respond to constructive criticism
TECH	TECHNOLOGY CROSS-CUTTING COMPETENCIES		
TECH 1	Technology CCC # 1		Select, design, maintain, control, and apply tools appropriately
TECH 2	Technology CCC # 2		Manage information, solve problems, be aware of the power of technology
TECH 3	Technology CCC # 3		Think critically, solve problems, communicate effectively
TECH 4	Technology CCC # 4		Share and publish information and access resources via telecommunications systems
TECH 5	Technology CCC # 5		Acquire and evaluate data, organize and maintain data, process information, change form of information, interpret information

COM	COMMUNICATION CROSS-CUTTING COMPETENCIES	X	Speak, read and write in an additional language
COM 1	Communication CCC # 1		Listen actively, effectively, critically
COM 2	Communication CCC # 2		Read critically
COM 3	Communication CCC # 3		Write effectively
COM 4	Communication CCC # 4		Use diverse methods and styles
COM 5	Communication CCC # 5		Use technology effectively
COM 6	Communication CCC # 6		Speak with confidence and purpose
MC	MULTICULTURAL COMPETENCE CROSS-CUTTING COMPETENCIES		
MC 1	Multicultural Competence CCC # 1		Understand culture and its effect
MC 2	Multicultural Competence CCC # 2		Understand own culture and others
MC 3	Multicultural Competence CCC # 3		Understand contributions of different cultures
MC 4	Multicultural Competence CCC # 4		Identify cultural resources
MC 5	Multicultural Competence CCC # 5		Work effectively in diverse cultural settings
MC 6	Multicultural Competence CCC # 6		Understand influence of language
MC 7	Multicultural Competence CCC # 7		Examine consequences of bias
MC 8	Multicultural Competence CCC # 8		Identify, analyze, critique bias
CIT	CITIZENSHIP CROSS-CUTTING COMPETENCIES		
CIT 1	Citizenship CCC # 1		Understand the core elements that constitute a community
CIT 2	Citizenship CCC # 2		Understand how communities' "systems" function in order to address a community need and make the desired change
CIT 3	Citizenship CCC # 3		Evaluate, formulate, advocate a position on an issue of public importance
CIT 4	Citizenship CCC # 4		Think constructively and critically to develop solutions to address needs of public importance
CIT 5	Citizenship CCC # 5		Assess the strengths, weaknesses, and needs of a community
CIT 6	Citizenship CCC # 6		Recognize different viewpoints surrounding an issue
CIT 7	Citizenship CCC # 7		Peacefully resolve conflicts

PHILADELPHIA YOUTH NETWORK

YouthWorks 2001 Summer Learning Plan Project Terms and Concepts

Multidisciplinary Project: A process of seeking information that leads to an outcome of value to the youth and/or the community. A Multidisciplinary Project is centered in an essential question, involves at least two academic subjects and one cross-cutting competency, requires strong writing skills, provides opportunities for research, reflection, and assessment, and has a tangible final product or performance.

Service Learning Project: Fulfills all the requirements of a multidisciplinary project, and also seeks to identify a real community need, issue, or problem and solve it through service or advocacy. A Service Learning Project involves the citizenship cross-cutting competency, includes the participation of an “expert” to lend real world expertise.

Essential Question: Raises issues that youth will explore, and serves as a focus for the work of the project. They are broad-based, open-ended, and help frame or drive the unit. Typically, essential questions are rooted in “real life” issues, meaning that they require a student to explore an issue or theme that has an impact on someone or something. There is no obvious right answer to an essential question, but rather, the question should encourage personalized, analytical thought.

Research: The ways in which youth gather and organize information for their work on the project. Some of the forms in which research may be conducted include: interviewing adults or other experts, searching the internet, using CD-rom resources, reading books and articles, conducting field observations or surveys, or using video and audio sources.

Reflection: The ongoing opportunity for youth to make sense of what they have learned throughout their work on the projects, and to apply this knowledge to the larger real world context of their academic and personal lives. Reflection should take place before, during, and after the project is completed, and may take the form of conferences, reports, public speaking, journals, role-playing, paintings, teaching others, or planning future projects, among others.

Assessment: A way for youth and teachers or project mentors to examine the work that has been done on the project and to determine whether the goals for skills, knowledge, and product have been met. Assessment is closely related to and can build upon reflection, and also should occur during the planning, implementation, and presentation stages of the project, using rubrics, identified standards and cross-cutting competencies, and other determined project goals.

Rubric: A tool that creates a common language and understanding for parents, educators, and youth for conducting evaluation and assessment of work in both academic and real-world environments. Rubrics consist of a set of terms for use in grading (such as “poor, fair, acceptable, good, and excellent”), and a description of the corresponding criteria for each of these terms (such as “youth has partially accomplished the task, but still needs extra support from supervisor in order to complete it.”).

Standards: Used by teachers, parents, and students to make and understand concrete measures of what students should know and be able to do. The School District of Philadelphia has developed academic content standards for all students, which are listed in checklist form on pages 10-16 of this document. Multidisciplinary and Service Learning Projects must address standards in at least two different content areas, which correspond to and develop further the traditional academic subjects, including:

- **English Language Arts (Reading, Literature, Listening, Speaking, Writing, Viewing)**
- **World Languages**
- **Mathematics**
- **Science**
- **Social Studies**
- **Health Education**
- **Physical Education**
- **The Arts (Dance, Music, Theater, Visual Arts)**

Cross-Cutting Competencies (CCC): Describe the real-world skills and areas of knowledge that cut across and apply to all academic content areas. Multidisciplinary and Service Learning Projects must address at least one Cross-Cutting Competency. Service Learning Projects must address the Citizenship Cross-Cutting Competency. The general categories of CCC include:

- **School-To-Career**
- **Problem Solving**
- **Technology**
- **Communication**
- **Multicultural Competence**
- **Citizenship**

PHILADELPHIA YOUTH NETWORK
YouthWorks 2001 Summer Learning Plan
Project Criteria Checklist

This checklist will help to ensure that student projects meet all criteria for successful completion before students begin their work.

Multidisciplinary Project Criteria	X
The project requires the youth to participate in a process of seeking information that leads to an outcome of value to both the youth and the community.	
The project design involves more than one academic subject.	
The project requires strong writing skills.	
The project requires the youth to integrate at least one cross-cutting competency.	
The project is academically challenging and appropriate to the youth's age and abilities.	
The project is centered in an essential question.	
The project allows for several forms of evaluation.	
The project allows students to reflect upon and evaluate their own work and progress.	
Additional Criteria for Service Learning Projects	
The project addresses a real-world issue, concern or need in the school or other community.	
The project enhances the youth's understandings of community and democratic process.	
The project fosters the desire to participate as an active citizen in the larger community.	
The project requires the youth to apply knowledge or skill in a real world context.	
The project brings the youth in contact with adults as mentors and field-based experts who are able to give feedback and support.	
The project allows adequate time and opportunity for ongoing youth reflection on the community-based experience (what new skills were learned, what new attitudes were formed, what feelings about the experience were engendered?)	